

APPENDIX C
Institutional Questionnaire
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2003-2004

Institution name: Brigham Young University – Idaho
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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2006). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004

Institution Name:					
Academic year:					
Number of program completers:					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Professional Knowledge</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1					
Assessment 2					
.....					
<i>Performance Assessments</i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004

Institution Name:				
Academic year:				
Total number of program completers:				
Type of Assessment †	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C1a: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2000-2001 Third Year Cohort Update

Institution Name:					
Academic year:					
Number of program completers:					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Professional Knowledge</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1					
Assessment 2					
.....					
<i>Performance Assessments</i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2000-2001 Cohort Update

Institution Name:				
Academic year:				
Total number of program completers:				
Type of Assessment †	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2005, the relevant information is for those completing program requirements in academic year 2003-2004. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2003-2004, including all areas of specialization.

1. Total number of students enrolled during 2003-2004: 3192

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2003-2004? 189

3. Please provide the numbers of supervising faculty who were:

10 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

16 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

50 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2003-2004: 76

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 2.5

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 16. The total number of hours required is 640 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? Yes X No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

Brigham Young University – Idaho Teacher Education

The Church of Jesus Christ of Latter-day Saints believes education is essential to progress. In accordance with that belief, the Church has established and maintained several institutions of higher education. An Academy was opened in the Upper Snake River Valley in 1888. During its first century, the school was known by a number of names (most recently as “Ricks College”). It is now called Brigham Young University – Idaho. As explained by David O. McKay (of the Quorum of the Twelve Apostles) in a 1937 address:

Brigham Young University is primarily a religious institution. It was established for the sole purpose of associating with the facts of science, art, literature, and philosophy the truths of the gospel of Jesus Christ.

In 1987, a Mission Statement was drafted to lead the school into its second century. That document provides a clear sense of purpose and a robust framework for planning, decision-making, and evaluating campus activities. It states that our mission is to:

Build testimonies of the restored gospel of Jesus Christ and encourage living its principles.

Provide a quality education for students of diverse interests and abilities.

Prepare students for further education and employment, and for their roles as citizens and parents.

Maintain a wholesome academic, cultural, social, and spiritual environment.

Because we are primarily a religious institution, we want our students to grow deep spiritual roots. First and foremost, we seek to build testimonies of Jesus Christ. When LDS Church President Gordon B. Hinckley visited our campus and delivered a charge to our University President to make this a premiere learning and teaching institution, he emphasized this critical aspect of what we do:

The great overriding objective of this college must be to lead the minds of youth in the discovery of those great unchanging principles which come from a loving Father given to His children for their blessing and happiness now and forever. There must be knowledge and faith in the Lord Jesus Christ as the Savior and Redeemer of mankind.

Those who come as students must receive a strong anchor of religious faith rooted in a knowledge of the holy scriptures and in the teaching of the prophets of God. They must have strengthened within them elements of moral restraint, basic honesty, and of ethical concerns befitting a community of scholars each of whom is a child of the living God.

May [this] be a place of quiet prayer and of thoughtful contemplation, of searching out the eternal truths found in the scriptures, and in applying those in young lives.

This charge has special implications for students at Brigham Young University – Idaho. Students are required to enroll in Religion courses where direct instruction in the gospel of Jesus Christ is presented. They are expected to complete four credits in the study of the Book of Mormon and six credits in the study of other books of scripture (the *Bible* or *Doctrine and Covenants*). They also select four additional credits from any courses offered by the Department of Religious Education—courses ranging from Family History to World Religions.

But this is not all. Our faith permeates our work. Faculty members are well-prepared in their disciplines, and they are also committed to living and teaching the doctrines, principles, and applications of the gospel of Jesus Christ. Thus, the students have the opportunity to hear gospel principles and perspectives incorporated into all subject areas. President Hinckley has observed the commitment of BYU – Idaho to foster a nurturing, spiritual environment—often referred to as the “Spirit of Ricks”:

. . . There has been retained a rare and remarkable relationship between those who teach and administer and those who come to learn. That relationship is a remarkable thing, increasingly rare in this day, and essential that it be preserved.

Indeed, a warm personal relationship between faculty and students is encouraged both in and out of the classroom: faculty provide individual advising sessions, take students on Discovery experiences, act as advisors for various societies and associations, participate in Sunday Church assignments, attend Tuesday Devotionals, and attend cultural and social events with the students. This relationship is a support structure for the University, a sturdy trunk from which the students may branch out and pursue their individual interests. It is a renewable, living resource which we value.

We work to maintain strong character traits in the students and in the teachers. Both students and teachers are required to receive Ecclesiastical or Bishop’s Endorsements both to come and to remain at BYU – Idaho. And all agree to abide by the Honor Code:

- Be honest.
- Live a chaste and virtuous life.
- Obey the law and all campus policies.
- Use clean language.
- Respect others.
- Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse.
- Participate regularly in Church services.
- Observe Dress and Grooming Standards.
- Encourage others in their commitment to comply with the Honor Code.

In an effort to allow more students to have an affordable, Church-education experience, we have implemented a track system. When students qualify for admission, they are placed in one of three tracks based upon academic major, track preference, and individual qualifications: Winter/Summer, Summer/Fall, Fall/Winter. Students are expected to sit out one semester per year. With the implementation of a year-round track system, the total enrollment for each semester will reach 11,600 by 2005. The total number of students who will actually spend time on campus during a calendar year will rise to 14,500. Thus, we are able to accommodate significantly more students with minimal additional resources.

Students attend this University from many different countries and cultures, and from every state in the Union, bringing rich and diverse backgrounds. They also bring divine gifts and potential. They have come here to develop their interests and talents through a university education—and general education has long been part of the university tradition. Our general education program has been designed to help students acquire the skills and knowledge needed to succeed in college and in society. The courses push students to understand themselves and their relationship to God, to develop an ability to think and write clearly, to gain the knowledge of the social and natural worlds in which they live, to appreciate aesthetic and creative expressions of humanity, to cultivate a sensitivity to personal relationships and moral responsibilities, and to demonstrate a readiness for further learning and for service to society.

Another critical part of the university tradition is the pursuit of a degree in a self-selected course of study. Brigham Young University – Idaho presently offers degrees leading to three distinct teaching certificates:

Early Childhood/Early Childhood Special Education Blended Certificate (Birth – Grade 3)
Standard Elementary School Certificate (Kindergarten – Grade 8)
Standard Secondary Education Certificate (Grades 6 – 12)

In Secondary Education, we offer fifteen distinct majors and twenty-five minors. Over the past four years, our faculty members have carefully designed the education majors and minors to help students develop the deeper level of understanding that is necessary for successful teaching—the understanding that produces an illumination, a comprehension, a perspective, and a depth of desire and commitment not obtainable through knowledge alone. Each program is of high quality and has been designed with careful professional consideration to meet the requirements established by the State of Idaho. Each has at least one methods course which stresses the discovery and acquisition of strategies and techniques to address the unique learning needs of individuals. In a university-wide effort to “rethink education,” every department on campus has been challenged to streamline new programs to fit within a 120-credit limit. These programs are housed in various departments spread through all seven colleges on our campus. Education Directors or Department Chairs representing each program participate in an Advisory Council, a council which has worked to establish a shared vision for all education programs on our campus.

Our conceptual framework—our vision—is to help our students learn to *teach diligently—to seek knowledge, understanding, and wisdom by study, by practice, and by faith*. This vision has grown out of

several passages of scripture and has been influenced by a series of talks about knowledge, understanding, and wisdom that President David A. Bednar gave in 1999. Because of the unique way we look at knowledge, understanding, and wisdom, we provide herein a few excerpts from President Bednar's talks. These are brief quotes, but they show the teachings which have clarified and defined our Framework.

Knowledge, understanding, and wisdom are all intertwined and interrelated.

Knowledge

Knowledge precedes understanding, and knowledge is acquired primarily through the instrument of the mind and the process of reason and experience.

We use our minds and our intellect, our experience, and the process of reasoning to acquire information, to analyze facts, to recognize patterns and relationships, and to summarize what we have learned and know about people, places, and events.

Knowledge typically is the foundation of understanding.

Understanding

Understanding is a gift from God.

Understanding is built upon knowledge and precedes wisdom.

Understanding . . . produces an illumination, a comprehension, a perspective, and a depth of desire and commitment not obtainable through reason alone.

I wonder if a new way of thinking about what we do is assisting the young men and young women here in becoming young men and young women of understanding—not just knowing it in their heads but having it confirmed as true in their hearts. And this is not just a religious undertaking, because all truth is part of the gospel.

Understanding, then, is the bridge between knowledge and wisdom.

Wisdom

Wisdom is the application of understanding in righteous judgment and action. It is the precious fruit that is nourished by knowledge and reason and understanding and revelation.

Utilizing the Knowledge – Understanding – Wisdom structure, we have elaborated the following Central Aims for our education students:

Knowledge: Understand central concepts, tools of inquiry, and structures of disciplines; comprehend the interdisciplinary nature of the real world and the role of the disciplines in preparing for the future; and demonstrate competency in multiple assessments.

Understanding: Seek personal, spiritual, and professional growth in harmony with the Mission Statement; comprehend student needs; understand how students learn and develop; implement plans to meet unique needs of learners; observe teacher-student interactions; possess communication and technology skills; and represent ideals and ethics embraced by teaching organizations.

Wisdom: Evaluate outcomes to plan practical experiences in a variety of settings; demonstrate competency with multiple teaching strategies; manage and monitor successful student learning; and reflect upon and improve instructional skills.

The faculty members who teach in the education programs at Brigham Young University – Idaho demand that students obtain a knowledge of the various branches and disciplines they are studying—knowledge that is found in the best of books and in stimulating classroom interaction. We know that good teachers must be passionately involved and expertly trained in the subjects they teach. We emphasize the scholarship of learning and teaching; we are not a “publish or perish” institution. (Faculty load is typically 15 hours per semester, with scholarship leaves and sabbaticals providing professional development opportunities.) We do not have graduate assistants; all courses are taught *by faculty members*, which ensures a high level of excellence. Our students can and do obtain a wealth of knowledge.

We encourage students to turn that knowledge into understanding with help from divine sources. The word of God is referred to in scripture as a fountain of water and a source of light. We invite our students to draw strength and nourishment from the unwavering truths found in prophetic utterances.

We also provide opportunities for our students to move from understanding to wisdom—from theory to practice. Our education students are asked to reflect, evaluate, and modify their methods of learning and teaching as they progress through a series of core educational courses in the foundations of education, educational technology, educational psychology, early field experiences, exceptional students, reading and literacy, methods and assessment, and student teaching.

We have identified principles that should be embraced and applied in those courses, principles such as agency, charity, unity in diversity, knowledge, and the power of good teaching. We find there is a significant relationship between these principles and the standards of the teaching profession. We also find that these principles are grounded in the doctrines of the gospel of Jesus Christ. We push our students to develop their understanding, to ask the “Why?” questions that connect these principles to the teaching standards and gospel doctrines. We then encourage them to ask the “How?” questions that lead to wisdom, to the application of these principles. These are the tools that, if thoughtfully applied, can provide for continued teaching and learning.

Student teaching follows all curriculum content and subject pedagogy courses. It is the culminating experience, the capstone of the academic and professional training of a teacher. It is in this final field experience that student teachers are able to see the fruits of their labor—to apply all that has been learned about teaching. The experience lasts sixteen weeks and allows each student teacher to observe, assist, and teach students under the direction of a cooperating master teacher in the public school classroom. A supervisor from the university visits the classroom periodically to make observations and provide the student with valuable feedback. Formative and Summative Reports are generated by both the cooperating classroom teacher and the university supervisor, and a placement file is created to assist the student in seeking employment following graduation.

As we engage in the process of teaching and learning, we strive to evaluate our students’ development of the knowledge, understanding, and wisdom that reflects the best of the teaching profession. The Idaho State Department of Education also requires a number of assessments to determine if students are meeting their expectations. Qualifying scores have been established for Technology, Literacy, and Praxis II examinations—and it should be noted that students are required to pass the exams before they are placed for Student Teaching.

There is a scripture which states: “I, the Lord, am well pleased that there should be a school in Zion” (Doctrine and Covenants 93:7). We are confident that these words extend to our current endeavors. Through open dialogue, we continue clarifying our vision and refining our Conceptual Framework. Through diligent effort, we are providing our students with the nourishment they need to grow and blossom.

Jacob Spori, the first principal of the Bannock Stake Academy (which has become BYU – Idaho), once stated that “the seeds we are planting today will grow and become mighty oaks, and their branches will run all over the earth.” We are seeing the literal fulfillment of his words.

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

Rhonda Seamons Name of responsible institutional representative
for teacher preparation program

Dean, College of Education Title

Certification of review of submission:

_____ (Signature)

Max Checketts Name of President/Chief Executive (or designee)

Academic Vice President Title